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ABSTRACT

Under the auspices of the North American Free Trade Agreement, five states in the United States and six states in Mexico established the Gulf of Mexico Accord to create a working partnership to foster economic development in the Gulf of Mexico. The agreement addresses six major sectors: investment; communication and transportation; health; education and culture; agriculture, fishery, and forestry; and tourism. Florida's Daytona Beach Community College was assigned the lead for the education and culture sector, and as part of the Accord's efforts held the First Education Conference in September 1995. One significant outcome of the conference was the generation of support for the establishment of a permanent Education Commission for the Gulf of Mexico. The conference also established four task forces to work on the following educational priorities: (1) establishing a resource information center focusing on language, history, and culture; (2) creating programs for educational development related to curriculum design, teaching methodology, educational technology, and student success; (3) developing the relationship between education and business, creating permanent links to strengthen the regional economy; and (4) establishing distance learning programs. Needs identified in the conference included finding a balanced funding mechanism and a method of broadening educational programs to include elementary, middle, and secondary educational institutions. Appendixes include a list of the conference participants, participating institutions, sponsors, brief summaries of the Gulf of Mexico governors conference and the Gulf of Mexico Accord, and the text of the Accord. (TGI)

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ED 391 545

Interim Report on the

First Education Conference of the Gulf of Mexico Accord

Daytona Beach Community College
September 28-30, 1995

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By

Dr. Philip R. Day, Jr.,
President

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EXECUTIVE SUMMARY

Overview of the Gulf of Mexico Accord

The Gulf of Mexico Accord involves eleven states (five in the U.S. and six in Mexico). The Accord is under the auspices of the North American Free Trade Agreement (NAFTA) and was endorsed by the presidents of the United States and Mexico. The historic document establishing the Accord was signed by the governors on May 13, 1995 in Campeche, Mexico. Mexican President Ernesto Zedillo attended the ceremony that initiated this new relationship.

The Accord established six major sectors or working groups: Investment; Communication and Transportation; Health; Education and Culture; Agriculture, and Tourism. The eleven states are: Alabama, Campeche, Florida, Louisiana, Mississippi, Quintana Roo, Tabasco, Tamaulipas, Texas, Veracruz, and Yucatan. Responsibilities for each area of the Accord were assigned. For instance, Florida and Quintana Roo were named to lead Tourism; in Education Daytona Beach Community College (DBCC), and the Universidad Autonoma de Yucatan are lead institutions for the Education and Culture sector.

First Educational Sector Conference

The First Educational Conference on the Gulf of Mexico Accord was held September 28-30, 1995 at Daytona Beach Community College. Over 70 educational representatives from institutions in the U.S. and Mexico attended the conference. Participants worked on the development of a basic structure to implement the educational goals established by the eleven governors under the Accord. Simultaneous translation made it possible for individuals to fully participate in the proceedings. A list of attendees and their institutions is found in the Attachment Section.

Conference Outcomes

One of the significant outcomes of the conference was the support for the establishment of a permanent Education Commission for the Gulf of Mexico. The Commission will be composed of two voting delegates from each state, appointed by their respective governors. In addition to the commissioners, membership from educational institutions, private sector, and other non-governmental institutions will be encouraged. The Commission's work will include:

- coordination of task forces and projects
- development of educational exchanges
- establishment of areas for mutual support
- development of technical assistance programs
- work on other issues involving members, and
- an annual report to the governors.

Dr. Philip R. Day, Jr., President of Daytona Beach Community College, is the Chairperson for the Commission. Acting Executive Director is Mr. Francisco Bertot, Director, Center for International Business Education at DBCC. The time line for the permanent creation of the Education Commission is March 15, 1996. A progress report to the governors will be presented at the next Conference of Governors to be held in May, 1996 in Mobile, Alabama.

The conference also established four educational priorities for development and implementation. These were organized into Task Forces as follows:

- **Task Force I.** Resource Information Center.
- **Task Force II.** Create programs for educational development.
- **Task Force III.** Education and Business.
- **Task Force IV.** Distance Learning.

Funding Source

Funding mechanisms that are balanced among the states and the two countries need to be explored. It was agreed that each state should contribute funds to the Commission. In addition, private sector, foundations, and national governments will be approached for contributions and funds.

Currently, there is no source of funding for the coordination and operation of projects, nor for the establishment of a permanent commission. Daytona Beach Community College has provided, and continues to provide, in-kind contributions during the initial start-up phase.

"The final objective which unites us is the same -- the betterment of our population."

Honorable Jorge Salomon Azar Garcia
Governor of the State of Campeche
September 28, 1995

PART I. Gulf of Mexico Accord
Introduction & Background

The Gulf of Mexico is the common boundary of eleven states in the United States and Mexico. On May 13, 1995, the governors of these states, six in Mexico and five in the United States, established the Gulf of Mexico Accord.

Why is the Gulf of Mexico important? For several years businesses and government leaders in these states have been discussing the economic impact of a region-wide organization involving a common "border," the Gulf of Mexico. A model for such an organization can be found in the land-based U.S. and Mexican border states. Governors of these states have been meeting for over a decade. The primary issues dominating those meetings are immigration and environmental concerns. By contrast, the dominant factor driving Gulf of Mexico's initiative is economic: to increase trade among its members. With a base of over 50 million inhabitants, the Gulf of Mexico is a significant economic engine for both nations.

The passing of the North American Free Trade Agreement (NAFTA) generated the impetus for establishing a long term, cooperative relationship among the Gulf of Mexico states. Throughout 1994, Campeche's Governor Jorge Salomon Azar Garcia assumed a leadership role in the development of a bold initiative. He visited his fellow governors and held discussions on the concept of a permanent relationship among these states. The idea became a reality on May 13, 1995, in Campeche, Mexico, with the signing of the Gulf of Mexico Accord.

The eleven member states of the Accord are: Alabama, Florida, Louisiana, Mississippi, and Texas in the United States; and Campeche, Quintana Roo, Tabasco, Tamaulipas, Veracruz, and Yucatan in Mexico. The Accord was endorsed by presidents Clinton and Zedillo. During the ceremony in Campeche, President

Ernesto Zedillo praised the governors for their vision and expressed his support for the goals of the Accord.

The fundamental structure of the agreement addresses six major sectors, or groups. The protocols for these groups were developed in stages by representatives of the governors, private sector participants, education representatives, and other parties. In Campeche, representatives from each of the sectors made further recommendations and suggestions. The final document was signed by the governors on May 13, 1995. The groups are:

- Investment
- Communication and Transportation
- Health
- Education and Culture
- Agriculture, Fishery, and Forestry
- Tourism

The Accord sought to balance the participation of every state by appointing "lead" states for each of the six areas. Florida and Quintana Roo are lead states in Tourism, while Texas and Tamaulipas shared Transportation, and so forth. In addition, given its economic development foundation, the framers intentionally involved local sectors in the implementation of the Accord.

The governors perceived their role in the Accord as a catalyst, allowing each group the freedom to determine its own organizational structure, method of operation, funding, and goal setting. On the other hand, these groups are to deliver progress reports at annual meetings of the governors. These meetings will rotate between the two countries.

Governors retained the power to name individual representatives to each of the groups. Cross-over and participation among the groups is encouraged and expected. For instance, within the Tourism group there is an educational component. This format provides a link between the Education and Tourism groups.

While the intent of the Accord is to provide flexibility, its weakness is that no structure was offered to provide a systematic sharing of information, coordination,

or continuity of projects. The lack of structure is particularly critical in the area of education. Given its public nature and limited sources of funding, the Education group needs to develop a long term mechanism for funding of its activities as compared to other groups under the Accord. For instance, private companies can dedicate personnel and resources to other groups based on potential business opportunities that may accrue to them by their involvement.

Role of Daytona Beach Community College

In Campeche, the governors named Daytona Beach Community College (DBCC) and the Universidad Autonoma de Yucatan as lead institutions for the Education Group of the Accord. Dr. Philip R. Day, Jr. President of DBCC, and a delegate to the Accord from the State of Florida, was appointed to coordinate the educational efforts of the group. DBCC was chosen host for the first conference of the Education Group.

President Day's international leadership role is a natural expansion of his activities both locally and at the state and national level. Locally he has been active in combining economic development and educational issues, organizing a Business Roundtable, serving as a member of the Economic Development Advisory Board of two counties. At the state level he has recently served as chair of the Florida Community College Council of Presidents, and at the National level, Dr. Day serves on the board of the American Association for Community Colleges.

Part II. Education Conference

Based on the mandate given by the governors, DBCC hosted the First Education Conference on the Gulf of Mexico Accord on September 28-30, 1995. It was a precedent-setting conference. Less than five months since its appointment as the lead educational institution, DBCC organized a major, bi-national conference. The importance of the conference was highlighted by the attendance of an 18-member delegation from Campeche, headed by Governor Jorge Salomon Azar. The delegation was joined by over 70 other representatives from the various states. Delegates represented a broad spectrum of educational institutions, private sector companies, government, and non-governmental agencies.

In opening the conference, Florida's Secretary of Commerce, Mr. Charles Dusseau said that the ties between these states have become more important in today's global economy. "We're beginning to understand that we have a shared future," he said. "The gulf is much more of a common border that connects us than it is an ocean that divides us."

In his welcoming remarks, Dr. Day captured the mood of the conference by indicating the urgent need to move quickly on the goals of the Accord. "We are in a period of change and historical opportunity. Education is the root of all other issues of the Accord." He stressed the importance of an open, communicative dialogue among the members. Dr. Day indicated that this was not an ordinary conference. There was a great deal of expectation and much needed to be accomplished.

In the space of three days, college presidents, rectors of Mexican universities, deans, faculty members, representatives of NASA, and observers from Canada, New York, and Washington, DC, worked together in a common effort -- establishing educational goals and objectives for the Gulf of Mexico Accord. Educational presentations from each of the participating states provided the framework for a better understanding of the issues faced by educational institutions as they entered the next century. Simultaneous translation made it possible to have a greater level of discussion and participation by those engaged in the proceedings.

The Academy for Educational Development provided additional background on educational reforms and changes, both in Mexico and in other areas of the world.

Speaking on behalf of the Academy, Mr. Kurt Moses, Vice President, System Services Division, felt that the Accord provided unique opportunities for educational reform and achievements. He believed that within the context of this Gulf Accord a number of institutions would have an opportunity to change the way they operate. The Accord could be a catalyst for members to begin using new telecommunication and electronic mail, such as Internet, in their institutions.

A significant area of discussion at the conference was the establishment of a permanent Education Commission for the Gulf of Mexico. The States of Texas and Tamaulipas brought this concern to the forefront at the conference. These two states, as members of the border state conference, have experienced the difficulties in implementing educational projects among their members. Dr. Ruben Olivarez, Associate Commissioner for Accountability, Texas Education Agency, provided a historical perspective of the issues affecting the border states. He warned that "...the nature of the current environment is rapidly transforming these interactions from a ceremonial and symbolic stature to a stature of organized and planned binational institutional change." He urged the participants to consider establishing a permanent commission that would provide continuity and policy. Operational projects could, he suggested, be handled by centers operating in each country.

The Honorable Tirso de la Gala Guerrero, Secretary of Education of Campeche, strongly supported the concept of a permanent office. In addition, he proposed the establishment of a regional center in Campeche. Such a center, he indicated, could contribute to the professional development of faculty, provide standardization of professional accreditation, and also contribute to the development of human resources for the region.

Dr. Alfredo Cuellar, Director General, Instituto Tamaulipeco de Investigacion, reinforced Dr. Olivarez' comments. He indicated that the Gulf of Mexico Accord placed education at the forefront. Thus, the conference's agenda was at a much higher stage of development that what he had experienced with the Border Commission. However, he encouraged the participants to remain involved since turn-over of representatives was a major issue with the Border meetings. He, like Dr. Olivarez, recommended that a permanent structure be established, with operational funding determined by a formula which would not adversely impact the states of Mexico.

Task Forces

Five educational priorities were outlined by the governors under the Accord. These five priorities were discussed at length at the Education Conference, and consolidated into four Task Forces. Participants then divided into working groups to develop objectives and implementation schedules for the four Task Forces.

- **Task Force I.** Resource Information Center. This Task Force will work on the following projects:

  A. Establish a Resource Center for Language, History and Culture.
  B. Develop specialized technical assistance.
  C. Provide consultative assistance in the development of new technology to take advantage of the integration of resources in the region.

- **Task Force II.** Create programs for educational development. This Task Force will work on the following projects:

  A. Curriculum Design.
  B. Teaching Methodology.
  C. Educational Technology.
  D. Student Success.

- **Task Force III.** Education and Business. This Task Force will work on the following:

  Create a permanent linkage between education and business that will strengthen the economy of the region.

- **Task Force IV.** Distance Learning. This Task Force will work on the following:

  Establish programs for distance learning using telecommunication and other electronic means.

Implementation
Education and Cultural Commission of the Gulf of Mexico Accord

The overwhelming agreement at the conference was the need for a permanent method of insuring that the educational goals and objectives of the Gulf Accord be carried out. The reality of political changes at state levels also motivated participants to seek a solution that would maintain the level of effort required by the spirit of the Accord. Participants also wanted an "open-architecture" by which institutions outside of the Gulf area could participate and benefit from a cooperative endeavor among educators while at the same time maintaining the integrity of the Accord.

The solution presented was for the creation of an Education Commission of the Gulf of Mexico Accord. The Commission is to be composed of two voting delegates from each state, appointed by their respective governors. The deadline for these appointments was set for December 15, 1995. In addition to the commissioners, associate memberships from educational institutions, private sector, and other non-governmental organizations will be encouraged. These associate members will have no voting privileges.

A three tier operational structure was adopted as follows.

- **Education Council of the Gulf of Mexico Accord**

A twenty-two member Education Council forms the governing body of the Education and Culture Commission of the Gulf of Mexico Accord. Each governor is to appoint two Commissioners by December 15, 1996. Commissioners have voting power. Florida's Governor Lawton Chiles appointed Dr. Philip R. Day, Jr., President of Daytona Beach Community College, and Dr. Modesto A. Maidique, President of Florida International University as his two representatives.

At the conference, Dr. Day was elected to serve as interim chair for the Commission. The Educational Commission will be housed at the Daytona Beach Community College. An Executive Director will report to the Commission and

provide overall coordination of activities developed by the Commissioners. Mr. Francisco Bertot, Director of the Center for International Business Education at Daytona Beach Community College, was appointed as Interim Director. A permanent director should be chosen by March 1, 1996. Funding for the Commission is to be obtained from each state. A funding formula is to be developed which takes into consideration the differences between the two countries.

- **Educational Institutions**

Educational institutions, private and public, located in any of the eleven states are eligible for membership in the Education Commission. These are non-voting members. A funding formula for members is to be determined.

- **Associate Members**

Governmental agencies, non-governmental organizations, educational institutions, private corporaticns, foundations, and other interested parties that are not represented in the two previous categories could join. This is a non-voting membership. A funding formula for membership is to be determined.

Task Force Reports

A major objective of the conference was to establish a plan of action to implement the priorities established by the Accord. During two intense days of work, the participants developed a process for each task force. The format used by the Task Forces was:

1. Identify three to five activities/objectives within the Task Force's goals
2. Review, discuss, and consolidate activities/objectives
3. Prioritize
4. Identify key people/institutions to be responsible
5. Identify other considerations: Cost, Barriers/constraints, Opportunities
6. Appoint a spokesperson
7. Report to entire body

The composition of the task force was voluntary. Participation was based on individual's experience, educational priorities at home institutions, or desire to learn more about the subject matter. Overall, representation on each task forces was fairly well distributed. Furthermore, each task force appointed a spokesperson who delivered their findings to the entire assembly. Thus, input and observations were obtained from every participant at the conference. A summary of the reports follows.

Task Force I. Resource Information Center.

A. Establish a Resource Center for Language, History, Education, and Culture.
B. Develop specialized technical assistance.
C. Provide consultative assistance in the development of new technology to take advantage of the integration of resources in the region.

This Task Force was chaired by Dr. Charles S. Mathews, College of Business, University of South Florida.

The issue of who contributes and who benefits to the efforts in implementing this objective was of paramount importance to members of this Task Force. There should be an economic benefit to all the members. The model of the NASA center in Mississippi should be considered. The members believed that in order to achieve this objective the following is needed:

1. Representatives from each state are needed. Each state needs to officially appoint members to the Education Council. The experience of Tamaulipas and Texas in dealing with rotating appointments was used as an example for the development of a permanent effort among the institutions.

2. Sources of funding. Further exploration needs to be made as to funding sources. Suggestions to expand participation to organizations and institutions outside of the Gulf of Mexico was made. These members would participate as observers with no voting rights. The need to explore funding from each state was also emphasized. The Task Force members believe that the center (s) must be sustainable with a line item

budget provided for its operation. All institutions should provide some type of funding to the center.

3. Yellow Pages Inventory. A profile from each institution is needed. This information needs to be collected and placed in circulation using traditional methods as well as electronic methods.

4. The possibility exists that a center may not have a physical location. With new telecommunications methods the possibility of having a virtual location should be explored.

The group designated the following individuals as lead persons to continue working on this Task Force:

Campeche:	Rector Eduardo Reyes Sanchez, Universidad Autonoma del Carmen.
Tamaulipas:	Dr. Alfredo Cuellar, Director General, Instituto Tamaulipeco de Investigacion.
Veracruz:	Individual to be determined
Tabasco:	Lic. Yolanda Ozuna Huerta, Subsecretaria, Secretaria de Educacion,
Yucatan:	Lic. Ricardo Bello, Secretario Academico, Universidad Autonoma de Yucatan.
Quintana Roo:	Lic. Jose Mariano Ceballos, Director Academico, Universidad La Salle, Cancun.
Florida:	Ms. Adriana Jimenez, Coordinator, Florida Mexico Institute, Florida International University.
Alabama:	Dr. Robert Montjoy, Professor and Director, Office of the Provost, Auburn University.
Mississippi:	Dr. David Powe, Manager, Education Programs, National Aeronautical Space Administration (NASA).
Louisiana:	Individual to be determined.
Texas:	Dr. Ruben Olivarez, Associate Commissioner, Texas Education Agency.

Canada: Dr. Gaston Franklyn, Executive Vice President, Academic Affairs, St. Clair College, Ontario.

The committee suggested that there could be several centers. No site was identified for the location of a center; however, the Secretary of Education of Campeche has expressed an interest in locating a center in his state. The committee believes that linkages with businesses are essential to make the center, and the entire Accord, workable. It maybe possible to organize the center as a independent, non-profit entity. Sustainability and results are the bottom line for the success of the center.

Task Force II. Create programs for educational development.

A. Curriculum Design.
B. Teaching Methodology.
C. Educational Technology.
D. Student Success.

This Task Force was chaired by Dr. Barry Mellinger, President, Mississippi Gulf Coast Community College, Mississippi.

Discussion focused on the scope of the Task Force and it was agreed that two areas needed to be addressed: institutional and basic-to-adult education reform. In order to address these two areas, there is a need to identify specific concerns that apply to the different sectors. Once those concerns are identified, then activities that target those concerns will be developed and implemented.

In order to develop targeted activities, several general topics were identified which included: accreditation and articulation issues, development of common educational standards, identification of outstanding and model programs, and developing an exchange program among the various institutions. Several of the participants also emphasized that one of the target activities identified should produce a "quick win" before the next governor's conference in May, i.e., a sector where the cooperating institutions would be able to implement a successful activity with an identifiable outcome either before spring, 1966, or shortly thereafter.

Task Force II developed the following plan:

1. To identify among the participating Gulf state institutions the programs that will lend themselves to common accreditation and certification, and develop a process for recognition of these programs by the appropriate agencies in the participating states.

2. Explore current models on the development of common academic standards (for accreditation and certification) through a series of international seminars and colloquiums.

3. Develop a Resource Center that will include: catalogues of the various institutions, identification of outstanding programs and practices, and a clearinghouse for other targeted information.

4. Identify current outstanding practices in education among the participating states to be catalogued through the Resource Center and presented through regional "Current Practices," seminars and through exchanges among the various institutions.

In order to begin the activities as identified, all agreed that a critical mass of participating institutions and individuals has to be identified. The coordination of these efforts will be through an appointed coordinator for each state and overall coordination will be assigned to the Education Commission of the Accord.

Task Force III. Education and Business.

A. Create a permanent linkage between education and business that will strengthen the economy of the region.

This Task Force was chaired by Mr. H. Britt Bochiardy, General Manager, American Maglev Technology, Edgewater, Florida.

Task Force III made the following recommendations:

1. Facilitate meetings between education and business leaders by May 1996. There are two components. Local working meetings will be held to discuss agendas. Then, a satellite teleconference will bring together participants from the eleven states.

- All states to participate in education and business conference
- Develop topics of discussion
- Identify resources and participants
- Develop funding for teleconference

2. Develop strategy based on outcome. This includes the promotion of sister city arrangements, establishment of business advisory boards, and development of agreements among institutions. The DBCC-Campeche agreement could be used as an example. See Appendix for agreement.

3. Use existing organizations, for instance, chambers of commerce, Rotary, etc., in the process. Greater linkage among these organizations is needed. Information should be provided to them about the Gulf of Mexico Accord.

Task Force IV. Distance Learning.

A. Establishing programs for distance learning using telecommunication and other electronic means.

This Task Force was chaired by Dr. Norm Will, Academic Vice President, Daytona Beach Community College, Florida.

Task Force IV is to develop the following activities:

1. Develop an inventory of institutions. This inventory should contain information on the current technical status of the institution, how technology is being used, and a glossary of terminology. The allocation of human resources, the language issues, and future interests would also be covered.

   A lead member of the task force, Mr. Peter Boynton, Academy for Educational Development, will work on a Gulf of Mexico Distance Education Resources Inventory. A questionnaire was developed covering the following points:

   - Available technology at the institution or to which the institution has easy access (equipment and facilities)

- Specific Investments expected to be made at the institution in the next two years

- Current uses of available equipment and facilities, including content of educational programs, communication mode (video, broadcast, interactive via Internet, interactive via other service, etc.) and intended audiences

- Languages (English/Spanish) in which materials/software is available

- Human resources available who are experienced in distance education methods

- Materials/software which can be made available to institutions in the U.S. or Mexico to be used at their institutions and dubbed into appropriate language

- Capacity to provide training for others who wish to develop distance education programs

- Constraints on expanded use of distance education

2. Develop a strategic plan with long and short term goals. A broader participation of institutions and organizations should be encouraged. NASA was designated to facilitate in the development of this objective.

3. Establish a base line communication system. This is to be accomplished within 30 days. It will include e-mail information.

   Lead individuals are Dr. Al Koller (Community Colleges for International Development - (CCID), Russ Adkins (DBCC), and Marco Navarro, (Universidad Autonoma de Tamaulipas). CCID will work in establishing and monitoring a LISTSERV to permit use of the Internet with a private message area for members of the Education Commission.

4. Explore professional exchange. The task force felt that there was a need to obtain further information on the respective institutions, to share resources and technical know-how. A formal method for professional exchange is needed.

   Lead: Community Colleges for International Development (CCID)

5. Promote and adopt distance learning.

6. Explore pilot project to train faculty in Gulf States to teach on-line. It became evident to the members of the task force that the number of faculty members trained in distance learning is fairly small. This is a critical step in the implementation of distance learning programs and a pilot project is required to provide faculty with the tools to use the emerging technology.

   Lead: Brevard Community College, Russ Adkins (DBCC), Marco Navarro (Universidad Autonoma de Tamaulipas), Dr. Powe (NASA), Peter Boynton (Academy for Educational Development), Ing. Jose Farias (State of Campeche, Secretariat of Education), and Dr. Lawrence Grulick (DBCC).

Conclusions

The conference set the tone for the development of a new regional affiliation mechanism whose impact will be felt for years to come. New relationships were started, not only between U.S. and Mexican educators, but equally important, among inter-state institutions in both countries. A number of specific activities were chartered leading to the May 1996 meeting of the Governors in Alabama. Implementation schedules and objectives for each task force were recommended and approved. Team members and roles were developed by the participants. A permanent structure is now in the formative stages, and interim staffing allocated.

Several issues remained unresolved. First, funding sources to carry out the work. Implied in this issue is a formula which will take into consideration the resources of the United State members as compared to those of Mexico. Daytona Beach Community College will continue to be the operational site for the Education Group until March, 1996.

Second, a method of broadening the educational programs to include elementary, middle, and secondary educational institutions. This is particularly important in Mexico where curriculum development is of greater importance to individual states. As Mexico begins to move from a centralized, federal education system, new avenues and methods of delivering education at the local and state levels is needed.

The Accord may also accelerate the need for the development of accreditation mechanism. This is a classic issue for the members and their institutions.. How do we handle credentialing? Credentialing for institutions, teachers, professional certification...how do we ensure this interchange and how do we start? In future meetings, these questions will need further exploration and discussions among the participants.

"This conference is a lesson in leadership," said DBCC's Dr. Day in his closing remarks. "The states participating in this conference are looking to make a lasting contribution to our region. It is our hope that this conference and others to follow, will serve as a showcase for international and regional cooperation and what can result from such working ties."

The findings of the conference will be presented at the Governors' Annual Meeting of the Gulf of Mexico Accord which is to take place in Mobile, Alabama in May, 1996.

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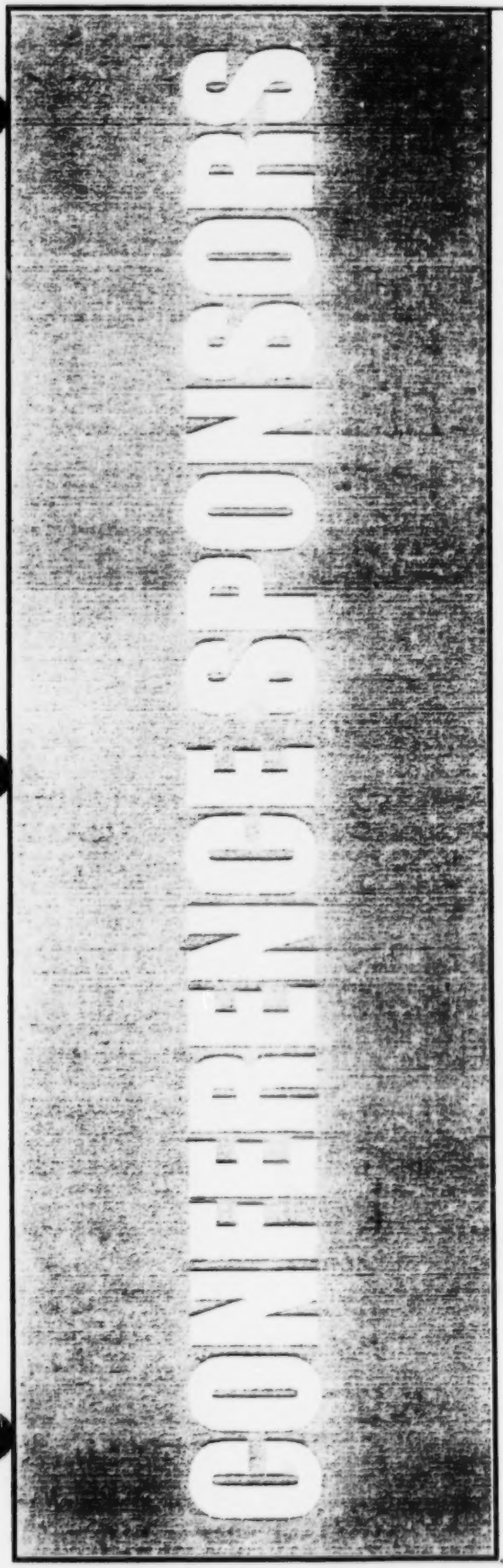

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I CONFERENCIA DE GOBERNADORES

del Golfo DE MEXICO

CAMPECHE 95

12-13 de mayo de 1995
Campeche, México.

STATES OF THE GULF OF MEXICO ACCORD

WHEREAS the state of Mexico and the United States of America bordering on the Gulf of Mexico share a well defined geographic region, and

WHEREAS the state of the Gulf of Mexico have many areas of common interest including the support of private sector development between our regions, and the implementation of the articles of the North American Free Trade Agreement (NAFTA), and

WHEREAS the states of the Gulf of Mexico share a common desire to foster and encourage mutual cooperation between the respective member states, and

WHEREAS the states of the Gulf of Mexico have identified numerous areas of mutual interest including the objectives of encouraging trade, investment, transportation, communication, tourism, health and environmental issues, agriculture, educational and cultural exchange between the two geographic regions for the benefit of our citizens, and

WHEREAS we the Governors of these states have convened to explore these opportunities for partnerships, joint ventures, bilateral and other agreements, to enhance mutually beneficial development opportunities.

THEREFORE, be it resolved: That we, the undersigned, pledge our support for the creation of working partnerships between our states to foster the evolution of economic development and infrastructure development opportunities, as well as educational and cultural exchanges. As part of this pledge, and to coordinate our efforts to implement this agreement, we each consent to designate one representative to the States of the Gulf of mexico Initiative, and to undertake joint cooperative activities in areas of mutual interest. These activities shall include annual meetings of the States of the Gulf of Mexico Governors, to continue the dialogue we have begun today and to implement those activities mutually agreed to by the member states. We direct that the location of such meetings and activities alternate between the two countries.

GULF OF MEXICO GOVERNORS CONFERENCE

The Gulf of Mexico Governors Conference is a forum in which the governors of the states bordering on the Gulf of Mexico concur. Such states being: Florida, Alabama, Mississippi, Louisiana, Texas, Tamaulipas, Veracruz, Tabasco, Campeche, Yucatán and Quintana Roo.

Both the governments and the private sector organizations of those states, concerned about the social and economic development of their communities, as much as for the growth of their infrastructure and their cultural and scientific enrichment and acknowledging the potential that the Gulf of Mexico Basin offers for the development of these activities, have committed themselves to the task of establishing the Gulf of Mexico Governors Conference as an annual event.

During the first conference, held in the City of Campeche, Camp., Mexico on May 13, 1995, the Gulf of Mexico States Accord was signed, event that gave birth to the States of the Gulf of Mexico Initiative, the means by which public authorities, entrepreneurs, investors, scientists and citizens of the eleven states will be able to work sistematically in projects and proposals that can lead to their sustainable growth. As a result this will increase the welfare and the life conditions of their communities.

The States of the Gulf of Mexico Iniciative, will held working sessions every three months alternatively in both countries during which opportunities in investment, foreing trade, infrastructure and communications, tourism, health and ecology, agriculture, forestry, fisheries, education and culture will be identified.

Whenever the importance of the subjects deserve it, non governmental organizations, civic associations and specialists who can contribute to make use of the comparative advantages of each state, promote the region on an international basis and, thus, transform the enormous potential of the region in realities, will be invited.

The annual Governors Conference, will aim at having the state executives to know and support the work accomplished at the Gulf of Mexico States Initiative, agreeing on whatever is necessary to give the projects that are worth it, an official status and at the same time, make public in their states the results of those projects.

GULF OF MEXICO ACCORD MEMBERSHIP

United States	Mexico
Alabama	Campeche
Florida	Quintana Roo
Louisiana	Tabasco
Mississippi	Tamaulipas
Texas	Veracruz
	Yucatan

WHAT IS THE ACCORD?

An agreement signed by the governors of eleven states to create a working partnership between the states to foster the evolution of economic development in the Gulf of Mexico.

The Accord was endorsed by the presidents of the United States and Mexico.

Accord established six major areas:

Agriculture

Communication & Transportation

Education & Culture

Health & Environmental Issues

Investment

Tourism

IMPLEMENTATION OF THE ACCORD

Task force groups were assigned by the governors during their first meeting in Campeche, held May 12-13, 1995.

A lead state was appointed for each nation. Lead states are responsible for the development of strategies, objectives and timetables for implementation of the overall goals for each area of the Accord.

Results are to be presented annually at the Governor's Conference of the Gulf of Mexico. Site of the conference alternates between countries in alphabetical order (Since Campeche held the first conference, they will be skipped).

United States		Mexico	
Alabama	1996	Quintana Roo	1997
Florida	1998	Tabasco	1999

etc.